



YMI Formula Fund

Application Form
2022/23



Application Form for Youth Music Initiative - Formula Fund 2022/23

Advice and Information

Please read the [Formula Fund Guidelines](#) before making an application. If you have any general enquiries about the application process, guidelines or application form please contact us as follows:
Email: kelsey.jubin@creativescotland.com Telephone: 07970 962319

Have you have read the YMI Formula Fund Guidelines before completing this application form? (Delete as appropriate)	Yes
	No

Have you have read Creative Scotland's Privacy Notice before completing this application form? (Delete as appropriate)	Yes
	No

Alternative Formats, Languages and Access Support

Creative Scotland is committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations. We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application. The Equalities Team can offer additional one-to-one support to applicants with access requirements. Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

If you have any general enquiries about alternative formats, languages and access support, please contact our Enquiries Service:

Email: enquiries@creativescotland.com

We aim to respond to all enquiries very promptly. If you want us to call you back, give us your number and we'll arrange to come back you as soon as possible.

If you are a D/deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to <https://contactscotland-bsl.org/deafcallers/> for more information.

A: Contact page

Name of Local Authority	Moray Council
Lead contact name	Alexander Davidson / Kim Slater
Lead contact position	Principal Teacher of Music Instruction & Performance / Sport & Culture Service Manager
Lead contact email address	Alexander.Davidson@moray.gov.uk Kim.Slater@moray.gov.uk
Telephone number Work:	07817 955 665
Mobile:	07817 955 665
Contact name, telephone number and email of any other staff member who helps to support the coordination or delivery of the YMI programme (not including delivery staff)	Morag Cantlay, Business Support Morag.Cantlay@moray.gov.uk 01343 563374
Address	Music Instruction & Performance, Rm 217, Moray Council HQ, High Street, Elgin, Moray
Postcode	IV30 1BX
If applicable, please give details of any special communication or physical access needs you may have	N/A

Synopsis

Please provide a short description of your YMI programme which we can share with YMI Lead Contacts in other local authorities and organisations in the wider youth music sector. Please include detail regarding your projects, focus and priorities for your YMI programme (maximum of 150 words).

A small team of YMI instructors (2.59 FTE) will offer P5 pupils in Moray the opportunity to take part in weekly ukulele/recorder tuition over the course of the year in order to deliver the Scottish Government's commitment. In addition, singing, classroom percussion (tuned and untuned) will be incorporated in to these lessons where appropriate, helping to provide a solid foundation in pitch and rhythm, embedding a love of music and a desire for further musical study. Elements of music theory will also be included, contributing to Moray's aim to improve literacy and numeracy.

Provision will target the 36 primary schools in Moray with no specialist class music teacher, ensuring we tackle inequality and support the needs and health & wellbeing of Moray's P5 cohort through music making.

Over and above this our YMI team will offer weekly group guitar lessons to S3-6 pupils at Elgin High School, a secondary school serving an ASG where a high percentage of pupils are from backgrounds with the highest percentages of multiple deprivation; as well as weekly guitar/ukulele lessons for S1-6 pupils referred to the Moray Council SEBN service.

Dates	
When is the expected start date of your programme?	Tuesday 16 August 2022
When do you expect the programme to end?	Friday 30 June 2023

B: YMI programme overview

The following questions should be answered in the context of your YMI programme as a whole.

1. Please state how your YMI programme will deliver the Scottish Government commitment in relation to your local authority area, that 'every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school'.

By focusing YMI provision on the 36 primary schools in Moray with no specialist class music teacher, YMI instructors will offer all of the P5 children in these schools, as well as the P6 children where timetabling allows, weekly ukulele/recorder lessons over the course of the year – ensuring that ‘every school pupil in Scotland is offered a year of free music tuition by the time they leave primary school’.

2. Please describe how your YMI programme will provide an appropriate offer to all young people with additional support needs, disabilities and those in non-mainstream schools (e.g. secure units, behavioural units etc). Please also clearly outline how the Scottish Government commitment will be met for young people in all non-mainstream settings in your region.

In addition to the information provided below, you must list ALL non-mainstream settings in your region within your Whole Programme Planner, showing which projects each setting will receive.

All P5 pupils in the primary schools targeted, regardless of additional support needs or disabilities will be offered the opportunity to take part in our YMI programme. There are no non-mainstream schools or secure or behavioural units in Moray, thus by offering our YMI programme alongside the provision already in place we ensure all P5s are given the opportunity to benefit from a year of free music making before leaving primary school.

By offering ukulele/recorder, singing, classroom percussion (tuned and untuned) and an introduction to music theory we ensure pupils with physical disabilities are provided with an appropriate offer and are included in music making at all levels. For many this may be their first access to music making – by providing a range of access opportunities we aim to ensure pupils are given as broad an opportunity to benefit as possible.

Appropriate support, where available in schools, will be given to pupils with additional support needs and disabilities to ensure they have the opportunity to take part and benefit from the proposed activities and be included in the main provision alongside their peers. Where necessary special equipment will be provided, i.e. right or left hand only ukuleles/recorders, large print music etc. All steps will be taken to ensure an inclusive opportunity is offered to all P5s guaranteeing all are able to participate regardless of ability, needs or circumstances. Moreover, it should be noted that pupils with additional support needs as a result of special talent will be encouraged to continue their learning and to develop their skills and understanding and will be given performance opportunities alongside their peers as outlined in the submission and End of Project Monitoring Report.

All pupils will be offered opportunities to perform/showcase their learning and achievements over the course of the year. All pupils will be encouraged to take leadership in their learning – choosing the pieces they want to learn and given the choice whether or not they wish to take part in performances thus giving them a responsibility in the design and delivery of the project. By

encouraging some pupils to take on YMI Young Ambassador responsibilities we aim to give our children and young people the confidence and voice to shape delivery and provide valued feedback.

Participation will be promoted throughout our programme via opportunities provided by access to music making and performance activities, primarily informally at school and ASG level. At the end of terms 2 and 3 all YMI pupils will be given the opportunity to take part in a formal Moray Music Centre concert and/or informal performance opportunities, including an End of Project YMI Showcases for family, peers and the wider community at the end of term 4.

Furthermore, all children will be involved in the organisation and advocacy of their learning within their individual schools. These opportunities advocate the social, educational and cultural benefits of participating in music activities and opens up new avenues for young people with additional support needs to participate alongside their peers in formal and informal settings.

3. Please provide details of the ways you will raise awareness of the impact and profile of YMI activities within your area. Please note, 2022 marks the 20th anniversary of YMI. We are keen to hear how you might celebrate this milestone and will also be in touch with opportunities and further support. Please provide a timeline of any planned press releases, parent/carer events, social media campaigns and the avenues (websites, social media profiles) you will use to promote activities.

All news, updates, promotional material and advocacy of YMI supported music making opportunities relating to Moray Council's Music Instruction & Performance team, including Youth Music Initiative activities and 20th anniversary celebrations, will be posted, as in previous years, on our service Facebook page (@moraymsucicentre) for all young people/parents/carers, social and education community members, invested parties and local/national colleagues to view and share. In order to broaden the reach of these posts and raise awareness, individual schools, teachers and parents will be encouraged to share and post on their own social media outlets.

Youth Music Initiative instructors and engaged school based colleagues will continue to be encouraged to take pictures and videos of YMI funded opportunities and activities which evidence the impact and raise the profile of YMI. In turn, media will be shared online on a regular basis, i.e. once a week during term to ensure the parents/carers and the wider community continue to be aware of YMI funded opportunities/activities in Moray. These posts will also advocate the wide ranging benefits and impact YMI funding has in our local authority area.

A press release will be issued on the Moray Council '[News Desk](#)' in August to co-incide with the beginning of the academic year promoting and celebrating 20 years of the YMI opportunities on offer to young people in Moray coinciding with the beginning of the academic year. This will include information advocating the benefits and impact of these musical opportunities. Further press releases will be issued to coincide with the End of Project Showcase and to celebrate 'good news stories' throughout the year.

Celebrating YMI's 20th anniversary, instructors will be encouraged to introduce themselves on the Moray Music Centre facebook page by share a picture of themselves in the classroom – alongside this they will be encouraged to share their experiences and stories from their years delivering our YMI programme.

Reports from the Music Instruction & Performance team to local councillors, as in previous years, will continue to include information relating to YMI funded activities and opportunities where appropriate. Local councillors will again be made aware of Creative Scotland funding and the positive impact this has on our ability to offer quality music making opportunities across Moray.

A Youth Music Initiative banner will be displayed at all relevant performances and used in all YMI video recordings to raise awareness of YMI/Creative Scotland support. The banner will also be used for any photo opportunities ensuring maximum exposure, promotion and awareness of Creative Scotland/YMI support.

All parents/carers of young people participating in YMI funded music making opportunities will be given an information pack at the beginning of the academic year explaining the opportunities/activities on offer and how these opportunities/activities help meet the Scottish Government's target/benefit their children. This pack will include direct links to Creative Scotland/YMI webpages and the Moray Music Centre Facebook page for further information and periodic updates.

All young people involved in YMI funded opportunities will become advocates for YMI and the opportunities offered via this funding route and will be invited to Music Instruction & Performance/Moray Music Centre concerts where appropriate. Small groups of children from each school will become 'YMI Young Ambassadors' who will be encouraged to share their thoughts, feelings and progress each week – some of which will be used on social media.

All news, updates, promotional material and advocacy of YMI supported music making opportunities will feature the YMI logo.

Timeline of planned promotional activity: 2022-23

August '22 – Press Release

December '22 – Winter Concert

March '23 – Spring Concert

June '23 – End of Project Showcase

Ongoing – weekly & monthly feature posts to social media highlighting opportunities as well as advocating benefits and impact of participation, and 'good news' stories including 20th anniversary hashtag(?).

4. Does your programme include projects which reach any of the groups listed below? If so, please indicate this using the relevant tick box provided. Please also indicate whether you reach each

group selected through:

- **Targeted work**, i.e. projects that have been designed specifically with the particular priority group in mind and that are delivered only to young people within that group.
- **Non-targeted work**, i.e. projects that have been designed to be delivered in mainstream school settings and that include young people from a priority group as participants as well as young people who do not belong to the priority group.

	Yes, through targeted work Please mark all that apply	Yes, through non-targeted work Please mark all that apply
Young people resident in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD)	<input checked="" type="checkbox"/>	
Young people experiencing or at risk of experiencing harm and neglect		<input checked="" type="checkbox"/>
Looked after children and young people (as defined by the Children (Scotland) Act 1995) and care leavers (as defined by the Children and Young People (Scotland) Act 2014)		<input checked="" type="checkbox"/>
Children in the early years (0 to 5 years) of their life		
Young people from minority ethnic backgrounds		<input checked="" type="checkbox"/>
Young people who are disabled and/or have additional support needs		<input checked="" type="checkbox"/>
Young people who are at risk of offending or who have previously offended		<input checked="" type="checkbox"/>
Young carers as defined by the Young Carers (Scotland) Act 2016 or young parents		<input checked="" type="checkbox"/>
Young people experiencing homelessness or who have been homeless		<input checked="" type="checkbox"/>
Young people experiencing mental ill health		<input checked="" type="checkbox"/>

5. If you plan to work with partners to reach any participants for projects within your programme, please provide details below.

Partners can include those who:

- support young people to participate through referring them to projects (such as social work)
- help to shape and inform projects (such as Child Psychology or ASN Teams)
- help to share or used YMI resources (such as other Council services)
- help to advertise opportunities to young people (such as external arts organisations and youth groups)
- request YMI provision of activity in their settings (such as integrated service and key worker hubs)

Please add additional rows as required.

Partner (organisation/service)	Role/contribution	Existing or new relationship?
Moray Council SEBN	Supporting participation of pupils referred to SEBN by their schools.	New/Existing
		New/Existing

6. Please describe how projects which do not contribute to the Scottish Government commitment for YMI, e.g. those delivered at secondary level, are addressing inequality or reaching young people less likely to participate.

Project 2: Guitar will offer groups lessons to S3-S6 pupils at Elgin High School where a high percentage of young people reside in areas of social and economic deprivation. 102 pupils attending Elgin High School live in SIMD quintile 1, this represents 12.9% of the school roll. The proportion of pupils living in SIMD quintile 1 attending Elgin High School is higher than the average number of pupils from SIMD quintile 1 attending any other Moray secondary school. On a broader scale, 66.8% of the children and young people living in SIMD quintile 1 across Moray live in the Elgin High School catchment area.

Project 3: SEBN Ukulele/Guitar will offer weekly group ukulele lessons to secondary school pupils disengaged from mainstream learning and less likely to participate in quality music making opportunities who have been referred to the SEBN service by their school.

Lessons will be offered during the school day with no barriers to participation, ensuring these projects address inequality and increases engagement from young people who are less likely to participate in quality music making opportunities outwith school.

7. Please describe how your YMI programme addresses the priorities of this funding route

Please describe how your programme will support the health and wellbeing of children and young people and tackle inequality through reaching children and young people most in need.

Project 1: Ukulele / Recorder & Classroom Percussion

- By offering free music tuition to P5 children in primary schools where there is no visiting class music specialist the children in these schools will be offered the same opportunities and experiences as their peers across Moray regardless of postcode or financial circumstances and in turn tackling inequalities.
- YMI music lessons will be open to all P5 children, regardless of additional support needs or disabilities ensuring equal access to opportunities and experiences.
- Support will be offered to those who need it ensuring equity in the level of access and participation.

Project 2: Guitar

- 12.9% of the pupils attending Elgin High School reside in SIMD quintile 1, this is significantly higher than the average number of pupils from SIMD quintile 1 attending any other Moray secondary school. Offering group guitar lessons to pupils here will engage young people who otherwise would not participate in meaningful, quality music making opportunities and experiences outside of the school environment.

Project 3: SEBN Ukulele / Guitar

- Offering guitar/ukulele lessons to S1-6 pupils referred to the SEBN service ensures these pupils do not miss out on opportunities offered to their peers engaged in mainstream learning.

By taking an all inclusive approach during the school day we can ensure our YMI programme reaches all children and young people, in turn ensuring those most in need are included and not disadvantaged due to their circumstances. By providing relevant support where necessary we will ensure all participating children and young people, especially those most in need, have equitably access to music making opportunities.

As education settings continue to recover from COVID-19 and as restrictions and guidance relaxes, children and young people continue to be at the centre of YMI learning opportunities and experiences. YMI instructors will continue to encourage children and young people to take a lead in their learning, building confidence through empowerment and resilience through group music making. Given there is an abundance of evidence which suggests group music making has a positive impact on health and wellbeing in terms of reducing stress levels; improving sleep, motivation and mood; and helping to build confidence and resilience, our programme of YMI group music making will ensure pupils can benefit in these ways. Pupils will also have the opportunity to learn from and

support each other, make mistakes and celebrate successes together in a safe, nurturing and warm learning environment.

Via a programme of CLPL sessions instructors will build upon a variety of training experiences already undertaken and work with mental health and behavioural specialists, such as Moray Wellbeing Hub professionals, Educational Psychologists and the principle teachers of SEBN service to gain a greater understanding of mental health and behavioural issues, gaining a greater knowledge and adding to their toolbox of supportive behaviours and resources. Our CLPL programme will include a focus on nurture and trauma-informed approaches, providing the instructors with the knowledge, understanding and skills, as well as the resources, to support children and young people's health and wellbeing. Throughout the year, instructors will be sign posted to and encouraged to undertake professional learning opportunities as well as expand their bank of support resources.

Please describe how you will develop connections between your YMI programme and your authority's work to raise attainment and close the poverty-related attainment gap.

With regards to the connections between our YMI programme and the authority's work to raise attainment and close the poverty-related attainment gap a number of the schools have been using the Pupil Equity Fund to focus on numeracy and literacy. Given this, and in order to embrace the current priorities for the National Improvement Framework for Scottish Education, our YMI programme has endeavoured to make the following connections to link to the target of raising attainment and close the poverty-related attainment gap in literacy and numeracy.

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The first priority is addressed and contributed to in all projects through the reading of words in songs, note time values and sub-divisions of notes; an introduction to the reading of notation; composition and improvisation; listening; an introduction to historical and cultural contexts of music; rudimentary music theory, form and structure. An abundance of research shows that music education grows, hones and permanently improves neural networks like no other activity. Children who undertake formal, ongoing musical education have significantly higher levels of cognitive capacity, specifically in their language acquisition and numerical problem solving skills.

The second priority is addressed and contributed to in Project 1 as all pupils are entitled to and receive one year of free tuition giving equal access to the most and least disadvantaged children thus seeking to close the attainment gap. Project 2 specifically targets deprived areas aiming to engage and motivate young people who may not otherwise participate in formal education. Project 3 ensures

pupils disengaged from mainstream learning for social, emotional or behavioural reasons have the opportunity to benefit socially, emotionally and behaviourally from group music making, in turn helping to reintroduce them to mainstream learning.

Again, decades of research shows that pupils in music education also continue in education for longer, reverse the cognitive issues related to disadvantage and earn and contribute more on average across their lifetime.

The third priority is addressed and contributed to in all projects as the skills learned through music are transferable to other areas of the curriculum including literacy and numeracy. Furthermore, the employability skills gained through music education include the four capacities from the Curriculum for Excellence, i.e. successful learners, effective contributors, confident individuals and responsible citizens. These skills, including learning a new skill and working through challenges and gaining an appreciation of achievement over a sustained period, provide the opportunity for children and young people to achieve their self-determined potential depending on their level of commitment, as well as improved confidence and resilience through public performance and team work.

Please describe how you will consider sustainability and the climate emergency in your programme planning and use of resources. For example, through reduction in carbon emissions or the use of digital innovation.

Instructors will continue to utilise the access and skills both they and Moray's children and young people have in relation to digital platforms and resources, including Glow and Microsoft Teams, to ensure the impact of our YMI programme on sustainability and the climate emergency are fully considered.

In recognising the benefits in-person learning and teaching has for children and young people over remote delivery, whilst taking account of the relatively new access and skills instructors have in relation to digital platforms and resources, Moray's instructors will be encouraged to explore creative approaches to timetabling – aiming to reduce daily mileage and vehical related carbon emissions.

All Moray instructors continue to utilise access to Glow and Microsoft Teams, using these platforms to connect with and support learners online. Instructors will continue to upload digital copies of resources used in lessons as well as additional resources, supporting materials and differentiated learning opportunities for pupils to access from home. This reduces the loss and unnecessary reproduction and waste of paper based resources.

In schools, instructors use technology such as promethean boards to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube, backing tracks, digital music related challenges and the applications within Glow. Instructors will also use ipads to enhance

and sustain learning in a digitally innovative way, helping to further reduce the amount of paper resources produced and address sustainability.

By making the most of digital resources and technology to enhance learning and teaching we have been able to reduce photocopying and waste, maximising the use of shared paper based resources across schools and in turn reducing our programme's impact on the environment.

Using virtual means to meet with hold team meetings and 1 to 1s, where appropriate, is now common practise and has a positive impact on the environment. Moray Council's fleet is transitioning to electric vehicals, these will be utilised by instructors, along with car sharing wherever appropriate to reduce carbon emissions.

Please describe how you will contribute to the wider youth arts sector through connecting with external organisations and providers in your region, and/or by engaging with and protecting the rights of freelance practitioners.

Given Moray Council employs 4 part-time YMI instructors on permanent contracts we will contribute to the wider youth arts sector by connecting with external organisations and providers in our region to support and promote youth music making activites, both private and YMI funded; deliver CLPL sessions; and to share good practice. By encouraging the children and young people in Moray to contribute musically to externally organised events we can ensure our YMI activities are part of the wider local and national cultural sector.

By contributing to a local youth arts network and working collegiately with external organisations and providers in Moray to share music making opportunities for all, we can establish and signpost clear progression pathways for participants.

Children and young people participating in YMI funded activities will be encouraged to join Moray Music Centre ensembles where they can continue to progress their music learning.

8. Please describe how your YMI programme will be managed, detailing the roles and responsibilities of staff and project partners. Please also describe any training or professional development opportunities offered to tutors and staff.

Moray Council's YMI programme will be managed by the Principal Teacher of Music Instruction & Performance as part of his wider responsibilities.

The Principal Teacher of Music Instruction & Performance will be responsible for line managing staff and ensuring Moray's YMI programme delivers on the Formula Fund priorities; as well as managing the YMI programme on a daily basis, including timetabling, budget management/monitoring,

completion of the Formula Funding Application and End of Project Reports, parental enquiries, liasing with Creative Scotland/YMI network/national bodies and school staff, promotion and advocacy of YMI funded activities and opportunities, delivering and arranging training and CLPL opportunities to ensure sustained professional learning, in addition to planning and developing YMI funded musical opportunities and experiences for Moray's children and young people.

The YMI instructor team will be responsible for delivering YMI projects to Moray's children and young people, i.e teaching ukulele/recorder/guitar, classroom percussion, singing and an introduction to music theory. Instructors will also be responsible for liasing with class teachers, monitoring pupil progress, arranging rehearsals and school/community based performances, evidence gathering and preperation for monitoring, evaluating and evidencing programme impact purposes (i.e. taking photos and videos of activities for promotional purposes, issuing and collecting pupils surveys and YMI Young Ambassador Diaries), facilitating pupil influenced learning opportunities and delivering CLPL sessions for primary school staff.

9. Please describe the changes that will be made to your programme in 2022/23. Please describe any challenges you foresee for the year ahead in terms of delivery, restrictions in relation to Covid-19, or any other aspect of your programme.

In year 20 there will be some small changes to the following:

- An increased focus on evidence gathering, placing greater responsibility on the instructors to monitor and evaluate progress and impact on an ongoing basis with a view to supporting the over all End of Project monitoring requirements.
- A greater expectation on instructors to promote and celebrate YMI funded music making in Moray via social media by sharing pictures and videos as part of regular weekly and monthly features on social media. Training will be given.

Project 1: Ukulele / Recorder & Classroom Percussion

- Reintroduction of recorder as part of music making activites in some schools now that guidance and restrictions have relaxed suffieciently to allow group playing of wind instruments. Increased focus on ukulele instead of recording in other schools where instructors wish to utilise ukulele resources created to shift focus during pandemic.
- Now that access to school learning settings has relaxed, delivery of YMI music making opportunities will return to weekly instruction for all P5s in schools where there is no class music specialist. Lessons will be 30 minutes long on a weekly basis between August 2022 and June 2023.

10. Please use the space below to provide any further information that you feel will enhance your application.

The Youth Music Initiative Formula Fund has improved the provision of music in our local authority by providing primary and secondary school children with a variety of new musical opportunities and experiences. Since the introduction of YMI in 2004 and with the exception of 2020-21, all children in P5 have been given the opportunity to benefit from group music tuition on recorder, ukulele, classroom percussion (tuned and untuned) and voice, during the school day without any selection process or fees, therefore ensuring the target that “every school pupil should be offered a year of free music instruction by the time they leave primary school” is achieved. Over the 2022-23 academic year, alongside pupils in primary schools with class music specialists, all primary school children in P5 will once again be offered equitably access to a year of free music tuition and the opportunity to learn to play a musical instrument by the time they leave primary school.

Funding has opened up new partnerships with DrumFun, MEPG, SAME, Associated Board of the Royal Schools of Music, Banffshire Partnership Trust, British Dyslexia Association, Friendly Access, Royal Conservatoire of Scotland, Scottish Opera, National Youth Choir of Scotland and Drake Music, as well as providing opportunities to strengthen links and work collegiately with neighbouring local authorities. In addition, partnerships with local musicians and well established musical groups who have provided us with workshops and interactive concerts. This has increased the diversity of musical activities for children in our area, offering a broader range of services meaning that a wide age group of children have benefited from these opportunities. YMI funding has meant that children and young people in Moray have benefitted from a diverse range of new musical activities where they may not have had the same opportunities otherwise.

With funding from YMI, local musicians have been employed enhancing the opportunities offered to our young people and supporting freelancers. Ukulele was previously unavailable prior to funding. Guitar at Elgin High School had only been available to pupils from families able to pay for tuition. Local professionals have been engaged in delivering CLPL for all Music Instruction & Performance staff helping to develop the skill set, knowledge and understanding of both teams. With this we have been able to share good practice and empower school staff to continue delivering music tuition over and above the opportunities we have been able to offer.

Amidst Scottish Government COVID restrictions on wind and brass instruments YMI funding allowed us to facilitate DrumFun training for the YMI instructors, developing their confidence in delivering group music making using both tuned and untuned classroom percussion in order to diversify the opportunities on offer to children and young people. Instructors were able to deliver alternative/safer group music making activities in schools, in turn supporting the mental health and wellbeing of Moray's young people at a time of national challenge and contributing to the Scottish Government's commitment during a time of significant challenge.

YMI funded activities have raised the awareness of music instruction in Moray and the benefits learning an instrument has to a young persons social and mental wellbeing, as well as the benefits music education has in a wider educational perspective, including rasing attainment and contributing to closing the poverty related attainment gap. This year the number of children who registered their interest in learning a musical instrument increased significantly. Music activities are more prominent in primary schools taking on a central role in school life and the celebration of educational success at all school levels. Music making in Moray makes a significant contribution to raising attainment by developing literacy and numeracy skills through music, and meeting local and national priorities.

The local community have become more aware of the diverse range of musical activities taking place and opportunities on offer to our children and young people in Moray because of YMI funding.

At the start of the COVID-19 pandemic YMI instructors had to quickly develop and enhance their digital skills and knowledge, helping to grow their confidence in using technology and highlighting new ways to embed digital resources and platforms in their learning and teaching. As we move from emergency to recovery instructors have carried forward this digital innovation and continue to utilise digital platforms and resources to have a sustained positive impact for learners, as well as the environment.

C: Individual project details

In this section, we would like you to tell us about the projects you propose to deliver in 2022/23.

Please provide a clear project outline which includes details of the number of sessions delivered per project, duration of sessions, age level/year(s) of participants and instruments and genres taught.

If you have more than one project, please duplicate the template as required.

Project details	
Project number/name:	Project 1: Ukulele / Recorder & Classroom Percussion
Please describe the activity that will take place.	<p>Project 1 provides children in P5 with the opportunity to learn ukulele/recorder, singing, classroom percussion (tuned and untuned) and gain a understanding of rudimentary music theory. Every child will be provided with a ukulele for their lessons and access to digital resources (paper copies where necessary). Three YMI instructors will deliver the project during school hours in 36 of Moray's primary schools. Each lesson will last 30 mins and each group of pupils will receive weekly lessons over the course of the year.</p> <p>As well as being given instruction on the above instruments, lessons will include composition and improvisation, listening, historical and cultural aspects of music, and an introduction to notation, musical theory, form and structure. Each instructor will use their own resources, have access to shared resources created by their colleagues and a combination of materials from various sources.</p> <p>Ukulele and guitar are linked with transferrable techniques to help develop manual and motor skills. Additional benefits include the opportunity for pupils to sing and play at the same time. Guitar provides a clear progression pathway for pupils learning ukulele who wish to continue with lessons.</p> <p>The YMI Guitar instructor has developed a programme of study using the same tab system that he uses for guitar</p>

	<p>where every tune is a set of numbers e.g. Smoke on the water. In addition, chords made up out of single fingers to start with e.g. stand by me; can be taken to National three, four and five SQA and higher level.</p> <p>Where practicable, the YMI instructors will have access to technology such as promethean boards on which to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube, backing tracks, digital music related challenges and the applications within Glow. Each instructor has access to a YMI iPad to facilitate further digital innovation in learning and teaching. Pupils will have access to YMI Microsoft Teams via Glow from which they will have access to additional resources, i.e. backing tracks; duet, trio or quartet parts; supporting materials, i.e. additional instructions/guidance, tutorial videos etc; and additional differentiated opportunities. Paper packs will also be available where necessary to ensure those who do not have access to online resources are not disadvantaged.</p>
<p>Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at least one outcome. If you are unable to access the drop-down menu please type the outcomes selected.</p> <p><i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i></p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
<p>Is this a new project for 2022/23? If not, for how many years has this project been running (an estimate is fine)?</p>	<p>No – 19 years.</p>
<p>Please tell us why you value this project in relation to the context of your wider</p>	<p>All P5 pupils are given the opportunity to benefit from quality music making opportunities with experienced</p>

<p>YMI programme.</p>	<p>instructors and gain a firm grounding in the foundations of music, ensuring all every school pupil in Scotland is offered a year of free music tuition by the time they leave primary school.</p> <p>Participants have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the CfE helping them grow up into well rounded young people; developing their leadership/teamworking skills and building their confidence and resilience alongside introducing them group music making as a source of fulfilment and success.</p> <p>This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.</p>
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate. If delivered by freelance practitioners, please name these practitioners.</i></p>	<p>3 YMI instructors.</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one; residential?</p> <p>Will delivery be online (live or pre-recorded) or in-person?</p>	<p>In year 20, instructors will focus in-person delivery in 36 primary schools in Moray – the schools with no class music specialist.</p> <p>All children in P5 in these schools will be given the opportunity to undertake lessons in ukulele/recorder, singing, classroom percussion (tuned and untuned) and gain an understanding of rudimentary music theory during the school day. In year 19 it is anticipated that approximately 646 children will participate in this project. Instruction is offered without selection and free of charge to pupils in groups.</p> <ul style="list-style-type: none"> • Lessons involve learning practical musical skills,

	<p>encouraging creativity with composition and improvisation, and an introduction to notation and music theory.</p> <ul style="list-style-type: none"> • In addition there may be the option for children in P6 and P7 to continue this musical experience in group lessons where timetabling allows and in extra-curricular groups, during the school day, with an emphasis on ensemble playing and music making. • Participants will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community, local education network and wider YMI network. • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years as well as evidencing the impact of YMI funding.
<p>Has this project been timetabled outside of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	<p>No</p>
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>10 of Moray's primary schools have specialist classroom music teachers who deliver weekly classroom music lessons to all pupils. By targetting the schools where there is no classroom music teacher, all P5 pupils across Moray will be offered music lessons free of charge and without barriers to participation.</p>
<p>All budget information should be included in the relevant Excel spreadsheet.</p>	

Project details

Project number/name:	Project 2: Guitar
Please describe the activity that will take place.	<p>This project will provide young people in S3-6 with group guitar tuition, free of charge and during the school day. Originally piloted in Year 5, this project continues to cover all aspects of modern guitar playing.</p> <p>The YMI Guitar instructor will use a programme of study he developed in previous years using the same tab system that he uses for guitar where every tune is a set of numbers e.g. Smoke on the water. In addition, chords made up out of single fingers to start with e.g. stand by me; can be taken to National three, four and five SQA and higher level.</p> <p>As well as being given instruction on the guitar, the lessons also involve composition and improvisation, listening, historical and cultural aspects of music, and an introduction to tab, notation, musical theory, form and structure.</p>
Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at least one outcome. If you are unable to access the drop-down menu please type the outcomes selected. <i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
Is this a new project for 2022/23? If not, for how many years has this project been running (an estimate is fine)?	No – 15 years.
Please tell us why you value this project in relation to the context of your wider	This project offers young people who might not otherwise be able to participate in quality music making

<p>YMI programme.</p>	<p>opportunities because of their socio-economic background an opportunity to participate and benefit.</p> <p>Participants have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the CfE helping them grow up into well rounded young people; developing their leadership/teamworking skills and building their confidence and resilience alongside introducing them to group music making as a source of fulfilment and success.</p> <p>Participants taking group guitar instruction are able to achieve SQA performance certification at various levels, providing young people who may not otherwise participate fully in learning with long and short term objectives and nationally recognised and accredited achievements.</p> <p>This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.</p>
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate. If delivered by freelance practitioners, please name these practitioners.</i></p>	<p>1 YMI instructor.</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one; residential?</p> <p>Will delivery be online (live or pre-recorded) or in-person?</p>	<p>Year 20 sees the continuation of our guitar project which aims to give young people the option in S3-S6 to participate in group guitar lessons during the school day. The lessons take place in-person at Elgin High School. Pupils will be provided with guitars and music resources.</p> <ul style="list-style-type: none"> • The style of music taught is modern, incorporating folk, pop and rock genres. • All pupils are provided with guitars and music resources, and have access to additional learning

	<p>opportunities and support via Microsoft Teams.</p> <ul style="list-style-type: none"> • The lessons involve learning practical musical skills, encouraging creativity with composition and improvisation, and an introduction to notation and music theory. • In addition, there are opportunities for young people involved to take part in extra-curricular groups, during the school day, with an emphasis on ensemble playing and music making. • The young people will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community and local education network • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years.
<p>Has this project been timetabled outside of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	<p>No.</p>
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>The fund's priority group that we will engage through our programme's Project 2 (Guitar) are young people resident in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD).</p> <p>Project 2 will be delivered in the Elgin High School where a high percentage of young people reside in areas of social and economic deprivation. 12.9% of the pupils attending Elgin High School reside in SIMD quintile 1 – this is higher than the average number of pupils from SIMD quintile 1 attending any other Moray secondary school. Elgin High School has a high proportion of students with a disability and/or additional support need above the Moray average.</p> <p>Project 2 will engage young people from S3-S6 through group Guitar tuition at Elgin High School and was initially</p>

	<p>developed in partnership working with local musicians. This project has proven very popular and supports the aim “to tackle inequality and engage young people who otherwise would not participate in meaningful, quality music making opportunities”.</p> <p>Instruction is free and offered without selection or barriers to participation to pupils in groups of 2 to 20. Originally piloted in Year 5, this project continues to teach young people in all aspects of modern guitar playing thus appealing to as broad a range of young people’s interests and potentially disaffected pupils.</p> <p>The guitar instructor ensures that he involves all pupils, including pupils who would not normally be part of the instrumental experience, and performances are given within the schools at whatever level the pupils have achieved. The instructor encourages performing and recording at any level, including a basic level, once they have learned their first songs.</p> <p>In addition, the guitar instructor will continue the programme, as in 2021-22, to offer trial blocks of lessons (‘taster’ sessions) to the students to gauge interest. This development aims to continue giving opportunities to try guitar without any prior knowledge or skill required and gives a flexible approach for the young people with the option to opt-in and opt-out. To encourage uptake of this provision it will be open to all students between S3-6 during short terms. At the end of each block the pupil will be given the option to continue to further block(s). It is recognised that as the lessons progress that there may be a range of skills within the group i.e. those that started and gained skills together with new pupils into that block. As the group develops and individual skills improve pupils can be mixed and matched to accommodate their skill levels by re-grouping where and when necessary.</p> <p>Moreover, this year as in the previous years, the Guitar Instructor proposes to continue to further develop project</p>
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	2 ('taster' sessions) by introducing lessons that are multi-instrumental to host larger group sizes of around 20 pupils. That is, guitar, ukulele, bass, percussion and vocals. Songs will be chosen, in consultation with the young people, and arranged by the Guitar Instructor.
All budget information should be included in the relevant Excel spreadsheet.	

Project details	
Project number/name:	Project 3: SEBN Ukulele / Guitar
Please describe the activity that will take place.	<p>Project 3 will provide young people in S1-6 referred to Moray's SEBN service by their schools the same opportunity to learn ukulele/guitar as Project 2. Every child will be provided with a ukulele/guitar for their lessons and access to digital resources. Paper copies will also be available where necessary to ensure those who do not have access to online resources are not disadvantaged. One YMI instructor will deliver the project during school hours. Each session will last 45 mins and groups of young people will receive weekly sessions during their period of time with the dedicated SEBN teacher.</p> <p>As well as being given instruction on ukulele/guitar, lessons will include composition and improvisation, listening, history of music, and an introduction to notation, musical theory, form and structure. The instructor will use their own resources, have access to shared resources created by their colleagues and a combination of materials from various sources.</p> <p>Where practicable, the YMI instructor will have access to technology such as a promethean board on which to present sheet music, interactive activities, teaching resources created using PowerPoint and SWAY, YouTube, backing tracks, digital music related challenges and the applications within Glow. We will also purchase an iPad for each instructor to allow further digital innovation in</p>

	<p>learning and teaching. Pupils will have access to specific YMI Microsoft Teams via Glow from which they will have access to additional resources, i.e. backing tracks; duet, trio or quartet parts; supporting materials, i.e. additional instructions/guidance, tutorial videos etc; and additional differentiated opportunities.</p>
<p>Please select the outcomes you are aiming to achieve through this project from the drop-down menu selecting at least one outcome. If you are unable to access the drop-down menu please type the outcomes selected.</p> <p><i>Please refer to section E where you will be asked to outline how you will monitor and evaluate the selected outcomes.</i></p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p>
<p>Is this a new project for 2022/23? If not, for how many years has this project been running (an estimate is fine)?</p>	<p>No – 2022/23 will be the second year running this project.</p>
<p>Please tell us why you value this project in relation to the context of your wider YMI programme.</p>	<p>This project offers pupils who might not otherwise be able to participate in quality music making opportunities because of their socio-economic background, and increases engagement from young people who are less likely to participate or have disengaged from mainstream learning for social, emotional or behavioural reasons the opportunity to participate.</p> <p>Participants have the opportunity to shape and influence the way they learn, contributing to the 4 capacities of the Curriculum for Excellence, helping them grow up into well rounded young people; developing their</p>

	<p>leadership/teamworking skills and building their confidence and resilience alongside introducing them to group music making as a source of fulfilment and success.</p> <p>Participants taking group guitar instruction are able to achieve SQA performance certification as various levels, providing young people who may not otherwise participate fully in learning with long and short term objectives and nationally recognised and accredited achievements.</p> <p>This project contributes to the wider local authority effort to raise attainment and the national effort to close the poverty related attainment gap.</p>
<p>Who will deliver this project, e.g. classroom teachers, YMI instructors, external specialist organisation?</p> <p><i>If part of the project will be led by classroom teachers please outline how this will be monitored, outlining what training will be offered, if appropriate. If delivered by freelance practitioners, please name these practitioners.</i></p>	<p>1 YMI instructor (also delivering Project 2).</p>
<p>What will be the method of delivery, e.g. whole class; group; one to one; residential?</p> <p>Will delivery be online (live or pre-recorded) or in-person?</p>	<p>The project targets S1-6 pupils referred to the Moray Council's SEBN service by their schools. Young people working with the SEBN teacher will be given the opportunity to undertake lessons in ukulele/guitar during the school day.</p> <p>Given the number of young people referred to the SEBN service will fluctuate throughout the year it is, as last year, difficult to predict how many pupils will participate in this project. Each participating young person will be given a ukulele/guitar for the duration of their lessons and will have access to digital and paper resources and additional learning opportunities. Instruction will be offered without selection to pupils in small groups.</p> <p>Project 3 will contribute to tackling inequality and supporting the social, emotional and behavioural needs,</p>

	<p>as well as the health and wellbeing of young people in Moray through music, strengthen connections between our YMI programme and our authority's work to raise attainment and close the poverty-related attainment gap.</p> <ul style="list-style-type: none"> • Lessons will involve learning practical musical skills, encouraging creativity with composition and improvisation, and an introduction to notation and music theory. • In addition there may be the option for participants to continue this musical experience with extra-curricular groups, during the school day, with an emphasis on ensemble playing and music making. • Participants will be encouraged to perform at school, ASG and regional level as well as record themselves playing at home for sharing with their peers, community, local education network and wider YMI network. • The project is evaluated regularly by means of specifically designed YMI pupil surveys. • Selected pupils will be asked to take on the role of YMI Young Ambassador whereby keeping a diary of their learning, progress, experiences and feelings will help shape YMI delivery for future years as well as evidencing the impact of YMI funding.
<p>Has this project been timetabled outside of school hours? If so, please describe the reason for this and how any barriers to participation will be addressed.</p>	<p>No.</p>
<p>If this project is only being delivered in selected schools, please describe the rationale for this.</p> <p><i>For example, projects may target specific schools based on the SIMD index or it may be offered to all schools on a rolling bases.</i></p>	<p>No. Pupils from all secondary schools referred to the SEBN will have the opportunity to participate.</p>
<p>All budget information should be included in the relevant Excel spreadsheet.</p>	

D: Individual outcome details

In this section, we would like you to tell us about how you will monitor and evaluate progress towards

the outcomes you aim to achieve in 2022/23.

Evaluating programmes in relation to medium-term outcomes

We are asking Lead Contacts to select **one medium-term outcome** from the YMI logic model your feel your programme contributes towards. At the end of your project, you will be asked to provide a high-quality case study.

Case study	
Please select the outcome you are aiming to respond to through your case study For example, a YMI tutor or class group	More young people from a range of backgrounds take part in quality music-making
Please state who you hope to involve in the creation of your case study For example, a YMI tutor or class group	<ul style="list-style-type: none">Two or three pupils from each YMI group will be nominated as YMI Young Ambassadors. Young Ambassadors will be encouraged to share their thoughts, feelings and progress each week in a journal format. Some pupils may also wish to create video diaries.YMI instructor feedback will also be used.Class and Head Teachers will be encouraged to share their thoughts in terms of impact and involvement.Moreover, young peoples' family feedback will be key to our case study.
Please state the medium your case study will take For example, a report or film	Given budget constraints, our case study will take the form of a short written report with supplementary pictures, videos, interviews etc.
Please state if you have set YMI funding aside to support the creation of your case study We encourage you to set aside resource for photographers and filmmakers to support the creation of your case study	No available budget to engage additional professionals to assist in the creation of a case study.

Evaluating individual projects in relation to short-term outcomes

For each **project** you plan to deliver, you will be asked to select a **maximum of two short-term** outcomes from the YMI logic model you are aiming to achieve. Please take each of the outcomes you have selected in Section C – across your whole programme – and use the template below to list indicators and methods you will use. You should complete one Project outcomes template per short-term outcome selected. For example, if you have selected **three** outcomes across your whole programme, you should have **three** templates.

Project outcomes	
Outcome <i>Please select the outcome from the drop-down box</i>	
Young people have more opportunities to take part in enjoyable and quality music making opportunities	
How we are going to contribute towards this <i>Please provide a very brief description of what activity will link with this outcome</i>	
Project 1: Ukulele/Recorder & Classroom Percussion delivered to P5 pupils in 36 of Moray's primary before they leave school. This activity is open to all P5 pupils at no cost through weekly 30 minute lessons over the course of the school year, during the school day with no barrier to participation or selection process.	
What we want to measure (for example music skills)	
The increase in opportunities, young people's enjoyment, and the quality of the music making opportunities.	
Potential indicators that skills are improving	Potential methods
The number of pupils benefiting from the additional opportunities that YMI offers.	All 646 P5 pupils are provided the opportunity. Registers. Timetables.
Pupils indicating they enjoy the opportunity on offer.	Enjoyment evidence, pupil survey, Young Ambassador diaries, class and Head Teacher feedback and impact reports, as well as comments and feedback from pupils and families.
Class and Head Teachers comments on the quality of opportunities on offer and the development of	
Project outcomes	
Outcome <i>Please select the outcome from the drop-down box</i>	

<p>Young people who would not normally have the chance to participate take part in music making opportunities</p>	
<p>How we are going to contribute towards this <i>Please provide a very brief description of what activity will link with this outcome</i></p>	
<p>Projects 1, 2 & 3</p> <ul style="list-style-type: none"> • Project 1: Ukulele/Recorder & Classroom Percussion – delivered to P5 pupils before they leave school., regardless of social or economic background. • Project 2: Guitar – lessons offered to pupils at Elgin High School where the highest percentage of pupils from most deprived areas in Moray attend. • Project 3: SEBN Ukulele/Guitar – increases engagement from young people who are less likely to participate or have disengaged from mainstream learning for social, emotional or behavioural reasons the opportunity to benefit from participation. 	
<p>What we want to measure (for example music skills)</p>	
<p>Potential indicators that skills are improving</p>	<p>Potential methods</p>
Pupils indicate that they have become involved in music when they may not have done previously. (Project 1, 2 & 3).	Pupil survey, Young Ambassador diaries, class and Head Teacher feedback and impact reports, as well as comments and feedback from pupils and families.
Ensuring all P5 pupils are given opportunity to participate in free music instruction. (Project 1).	Issue Instructor timetables/keep pupil registers/timetables.
Increased participation in music making following participation in YMI activities.	Uptake of guitar and number of pupils continuing after taster sessions. Tracking and monitoring engagement in Moray Music Centre ensembles and externally organised events/ensembles.
Increase in literacy and numeracy skills.	Class teacher reports and feedback.

E: Supporting documents

Please detail all of the supporting material you have submitted and note where Creative Scotland can access this material. For more information on how you can submit your supporting material, and our preferred formats, see www.creativescotland.com/preferred-formats

Supporting materials	Please advise if the material has been attached to the application or where we can access it.
Whole Programme Planner and Budget (Essential)	Attached.
Remits/job descriptions for any new tutors engaged through YMI funding (Essential)	N/A
CVs of any new freelance tutors and creative practitioners involved in project delivery (Essential)	N/A
Other supporting material – (Optional)	N/A

NB Please ensure that you comply with data protection law if providing CS with personal information contained in Remits/Job Descriptions and CVs and that you share CS's [Privacy Notice](#) with the respective individual(s).

F: Your local authority statement and acceptance

Your statement (Please mark with an X in the relevant boxes)	X
I confirm that I have read and understood the guidelines which accompany this form.	X
I confirm that I have read and understood Creative Scotland's Privacy Notice	X
I confirm that my local authority will sustain the Scottish Government YMI commitment in the 2022/23 academic year.	X
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	X
I confirm that all the information in this application, and any documents provided to support it, is true and correct.	X
I confirm that I will inform Creative Scotland if the bank details for my local authority/school change.	X
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	X
I note that any grant awarded will be subject to standard and specific conditions and I confirm that I have the power to accept the grant under any conditions you set and to repay the grant if we do not meet them.	X
I confirm that all Project Staff / Trainees (if applicable) engaged in any of the projects outlined will be members of the Protection of Vulnerable Groups Scheme administered by Disclosure Scotland before the project begins.	X
I confirm that freelance practitioners engaged in project delivery will be contracted in a fair and appropriate manner.	X
Please check this box to receive regular email updates from the Youth Music Initiative and Creative Scotland.	X

Statement of Acceptance

Please state the name of the person who has delegated authority to apply for this funding. This person must be an authorised signatory of the company or organisation applying or be the person named in Section A.

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the **terms and conditions** of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

I confirm that all cash and in-kind contributions from the company or my own personal resources as stated in the Whole Project Budget Overview are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds

until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, Privacy Notice, this Application Form and the Conditions of Funding of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents.
(please tick or mark with a x)

.....

Name of Authorised Person

.....

Position of Authorised Person

.....

Date

Please submit your completed application form to: ymiformulafund@creativescotland.com